

Annual Report
Iowa Certified Public Manager Program
Report for 2002-2003
April 7-9, 2003

I. ADMINISTRATIVE INFORMATION

A. Agency(ies) Responsible for Program Administration

Iowa Department of Personnel
East 14th and Grand Avenue
Grimes Building
Des Moines, IA 50319

Center for Professional Studies
Drake University
2507 University Avenue
Des Moines, IA 50311

B. Name, Title of Program Director(s)

Connie Sanderson, Director, Center for Professional Studies
Lance Noe, Education Consultant, Center for Professional Studies
Nancy Berggren, Division Administrator, Iowa Department of Personnel
Lois Schmitz, Iowa CPM Coordinator

C. Program Dates

1. Date Program Began: January 8, 2002
2. Date of Accreditation: To be voted on in 4/03 meeting
3. Date of Continued Accreditation: NA

D. Program Authorization

E. Funding Source/Amounts

Participants' individual department from city, county and state agencies pay the registration fee. The fee is \$2900/participant.

F. Program Staff

Connie Sanderson, Director, Center for Professional Studies,
Drake University, part-time
Lance Noe, Drake University, part-time
Nancy Berggren, Division Administrator, Iowa Department of
Personnel, part-time
Lois Schmitz, CPM Coordinator, part-time
Teri Dinham, Administrative Assistant, Drake University, part-time

G. Administrative Structure

The Iowa Department of Personnel is the Program Sponsor and provides administrative support.

Drake University Center for Professional Studies provides the administrative support, program development resources, and instructor search/acquisition for the program.

H. Policy Changes During Past Year

No major changes have occurred to the program to date. The program is currently undergoing a review and will be implementing changes based on accreditation feedback and self study.

II SESSION PARTICIPATION INFORMATION

A. Sessions

1. Number of sessions offered during the past year:

Note: Listed below are only those sessions offered during the last reporting year. They represent only a portion of the sessions offered as part of a complete program for each of the two cohorts. A complete listing of courses for each cohort can be found later in this document.

CPM 1

Session One: May 21 - 22, 2002

Session Two: June 18 - 19, 2002

Session Three: July 16-17, 2002

Session Four: August 13-14, 2002

Session Five: September 24-25, 2002

Session Six: October 22-23, 2002

Session Seven: November 12-13, 2002

Session Eight: December 9-10, 2002
Session Nine: January 21-22, 2003
Session Ten: February 25-26, 2003
Session Eleven: March 25-26, 2003
Session Twelve: April 22-23, 2003
Each session held from 8:30 - 4:30

CPM 2

Session One: September 10-12, 2002
Session Two: October 14-17, 2002
Session Three: November 19-20, 2002
Session Four: December 10-11, 2002
Session Five: January 21-22, 2003
Session Six: February 25-26, 2003
Session Seven: March 25-26, 2003
Session Eight: April 22-23, 2003

Each session held from 8:30 - 4:30

2. Total number of CPM participants attending sessions

CPM 1 - 18 participants
CPM 2 - 22 participants

B. Projects

1. Number of projects required per participant:

Single major group project (teams of 4-5 participants)

C. Books

Number of book reading application(s) required per participants:

A wide and extensive selection of handout materials are provided by most instructors. Some of those materials are provided in advance to facilitate pre-reading.

D. Examinations(s)

1. Number of examinations required per participant:

Participants are required to complete four take-home essay exams spaced throughout the cohort program.

E. Other Requirements

In addition to the project and exams, most of the classes require case study evaluations, exercises and presentations.

III DEMOGRAPHICS

A. Participant Numbers

1. Total Number of Participants to Date: 40
2. Number of New Participants: 22 (Since last year)

B. Graduates

1. Total number of graduates of supervisory level to date: 0

First graduation will be held May 22, 2003. We anticipate graduating 18 students.

2. Number of Supervisory graduates during year: 0
3. Total number of CPM graduates to date: 0
4. Number of CPM graduates during current year: 0

C. Participant Source

CPM Class 1

1. Percentage from State: 83%
2. Percentage from County: 17%
3. Percentage from City: 0%
4. Percentage from Federal: 0%
5. Percentage from other: 0%
6. Number of New Agencies: NA

CPM Class 2

1. Percentage from State: 68%
2. Percentage from County: 14%
3. Percentage from City: 18%
4. Percentage from Federal: 0%
5. Percentage from other: 0%
6. Number of New Agencies: NA

IV PROGRAM INFORMATION

A. Program design or curriculum changes introduced during current year

NA - new program

B. Program delivery changes introduced during current year

NA - new program

C. Ceremonies held during current year

May, 2003 Graduation ceremony for graduates anticipated

D. Summary of evaluation methods and results during the current year:

Instructor evaluations at completion of each session.
We invite continuous informal feedback from students.

E. Summary of academic credit or continuing education units awarded for CPM course work

Nine graduate credit hours applicable to Drake University's MPA program and transferable as appropriate.

F. Summary of pay incentives, promotional opportunities and experience substitution awarded for CPM work/completion - other CPM incentives?

One year's experience in qualifying for some State job classification.

V FUTURE GOALS

Briefly state any plans for the upcoming year:

Start a third cohort in the summer of 2003.
Develop consistency in course format.
Develop means of identifying and monitoring.
Investigate opportunities to expand the program and additional locations.
Investigate blended learning methods of development.

The following information, although not required, may be attached:

Current schedule:

Program Courses for Class One

Candidates attend classes starting in January 2002, for 17 months.

- Introduction and Leadership Assessments - January 8 & 9, 2002
- Grid®Works: Leadership Through Work Teams - February 18 - 21, 2002
- Introduction to Public Administration - March 26 & 27, 2002
- Project Management - April 23, 2002
- Leadership Strategies: On-line Course - April 2002
- Human Resource Management - May 21 & 22, 2002
- Employment Relations - June 18, 2002
- Negotiation Management and Conflict Resolution - June 19, 2002
- Creative Management - July 16, 2002
- Project Plans for Teams - July 17, 2002
- Performance Measurement - August 13, 2002
- Program Planning and Evaluation - August 14, 2002
- Ethics in a Public Organization - September 24 & 25, 2002
- Budgeting - October 22 & 23, 2002
- Risk Management - November 12, 2002
- Coaching and Mentoring for Improved Performance - November 13, 2002
- Citizen Participation - December 9, 2002
- Change Management - December 10, 2002
- Policy Analysis - January 21 & 22, 2003
- Applied Information Technology - February 25, 2003
- Iowa History February 26, 2003
- Reengineering Jobs, Systems, and Organizations - March 25, 2003
- Administrative Law - March 26, 2003
- Creating a Welcoming Environment/Diversity - April 22, 2003
- Research Methods - April 23, 2003
- Research Methods Part Two - May 20, 2003
- Presentation Skills - May 21, 2003
- Presentation of Projects - May 22, 2003

Program Courses for Class Two

Candidates attend classes starting in September 2002, for 17 months.

- Introduction and Leadership Assessments - September 10 & 11, 2002
- Grid®Works: Leadership Through Work Teams - October 14 - 17, 2002
- Introduction to Public Administration - November 19 & 20, 2002
- Change Management - December 10, 2002
- Project Management - December 11, 2002
- Policy Analysis - January 21 & 22, 2003
- Applied Information Technology - February 25, 2003
- Iowa History February 26, 2003
- Reengineering Jobs, Systems, and Organizations - March 25, 2003
- Administrative Law - March 26, 2003
- Project Plans for Teams - April 22, 2003
- Coaching & Mentoring for Improved Performance - April 23, 2003
- Negotiation Management & Conflict Resolution - May 21, 2003
- Employment Relations - May 20, 2003
- Human Resource Management - June 25 & 26, 2003
- Budgeting and Project Work Time - July 22 & 23, 2003
- Creating a Welcome Environment/Diversity - August 19, 2003
- Risk Management - August 20, 2003
- Research Methods - September 23, 2003
- Research Methods Part Two - September 24, 2003
- Citizen Participation - October 22, 2003
- Creative Management - October 23, 2003
- Ethics in a Public Organization - November 12 & 13, 2003
- Performance Measurement - December 16, 2003
- Program Planning and Evaluation - December 17, 2003
- Leadership Strategies - January 13, 2004
- Presentation Skills - January 14, 2004
- Presentation of Projects - January 15, 2004

Program Brochure



CERTIFIED PUBLIC MANAGER PROGRAM

Program Background

The Iowa Department of Personnel (IDOP) and Drake University have partnered to offer a Certified Managers Program (CPM) for Iowa. The purpose of the program is to guide public managers to incorporate best practice management techniques into their everyday management strategies. The program focuses on professionalizing the practice of public management in much the same way as other occupations. The CPM Program is nationally accredited and originated at the University of Georgia's Institute of Government in 1976. Since then, the program has grown to include 20 states, of which 16 have received accreditation by the National CPM Consortium.

By completing this program you will receive

- CPM designation
- application for undergraduate credit through the American Council of Education (ACE) is in process
- graduate credit through Drake University (optional)
- one year's experience in qualifying for some state job classifications.

In order for an individual to receive the CPM designation and to receive credit from Drake University, the program must meet certain educational standards. Therefore, this is an intensive learning experience unlike anything previously offered by IDOP. Emphasis in the program is placed on problem solving and teamwork, and builds on the direction established in the Governor's Leadership Agenda and the Iowa Excellence Initiative. The CPM faculty is from both the academic and practitioner areas. The program will include discussion, traditional classroom experiences, and on-line training. This program is designed for supervisors, managers, executives, management staff and project managers from federal, state, county and local governments.

Goals of the Certified Public Manager Program are to:

- Strengthen organizations through improving the performance of Iowa's public managers:
- Encourage the recognition of public management as a profession:
- Establish a course of study by which knowledge about self, groups, and organizations may be acquired:

- Foster and maintain high educational and ethical standards in the practice of public management:
- Establish an objective assessment for a public manager's professional knowledge and performance:
- Provide enhanced professional recognition of management development by public managers.

■ **Benefits of Achieving the CPM Designation:**

- The CPM designation will count as one year's experience in qualifying for some state job classifications.
- Drake University will issue graduate credits (yet to be determined) for successful completion of the course, plus an additional assignment. It is the candidates responsibility to work with the university of their choice to determine whether the university will accept credit toward their degree.
- American Council of Education awards under graduate credit to programs such as the CPM Program. Application for ACE accreditation is in the process.
- Candidates receiving the CPM certification are eligible for membership in the American Academy of Certified Public Managers, a national professional association of public sector managers. To be eligible for membership, an individual must have earned the CPM designation through a management program accredited by the National Certified Public Manager Consortium.
- CPM Program projects are an outstanding opportunity to engage in workplace efficiency ideas, work-related problem solving, research and future planning.
- To receive the CPM designation, candidates must complete one job-related team project. Candidates have the opportunity to apply theories, principles, and/or techniques learned in the CPM Program training sessions to a situation, problem, concern, or opportunity in a public organization.

Advisory Board membership

Donald Adams
Executive Assistant to the President
Drake University

Teree Caldwell-Johnson
Former County Manager
Polk County, Iowa

Michael Grove
Deputy Director
Iowa Technology Center

Robert Layton
City Manager
City of Urbandale Iowa

Eugene Meyer
Assistant Director Iowa Division of Criminal Investigation, State of Iowa, and
Mayor—City of West Des Moines Iowa

Bylaws, Policies, Procedures

Bylaws:

There are no written Bylaws at this time. Our accreditation team has recommended that our Advisory Board develop a set of Bylaws for the Board.

Policies:

Written policies exist on such things as admission, tests, projects, etc. A student handbook was developed in response to the committee's concern regarding this item; the handbook codified policies and procedures that existed in several places in program literature.

A candidate tracking system is in place to inform candidates of their progress in the program. The Access-based system allows program administrators to monitor and manage the program.

Requirements for projects are clearly specified. The project handbook and related guidelines are an especially strong part of the program. The team projects are carefully integrated into the program and provide a substantial opportunity for students to experience a team experience and apply management principles and practices.

Security measures are in place around evaluation components. Maintaining file copies of tests will increase existing security procedures.

Evaluation review standards are clearly specified. Students are evaluated with several tests and a comprehensive project including a formal presentation of that project.

Procedures:

Admission Requirements and Application Procedures:

A candidate for the CPM Program must hold a management or staff position and meet the following criteria, as determined by their organization: manage two or more people or have involvement in a program, project, or resources that impact his/her agency.

Applicants may apply anytime, but will be admitted to the CPM Program only as each year's new program begins.

An application for admission to the CPM Program can be found on the back page of this brochure. Applicants must complete an application with approval of their organization. Government agencies include federal, state, county, or local governments. When it is properly completed and endorsed, please ensure that the application is returned by the date listed on the brochure cover.

Applicants will receive an admission notification from IDOP following receipt of a properly completed and endorsed application.

Acceptance of applicants approved by agencies will be on a “space available” basis. If the number of applicants exceeds the enrollment limit, admission will be based on the date the application was received.

An advanced degree will not exempt a candidate from portions of the CPM Program. The interaction with other public sector employees in a team environment and the unique opportunities to translate management theory into management practice are invaluable. The field of management is ever changing. This program will strive to be relevant to today’s issues and challenges.

Attendance

The cohort format of the ICPM program places a premium on attendance. A schedule is printed at the beginning of each new cohort session to allow candidates and supervisors the opportunity to secure these session dates. It is expected that everyone will attend all scheduled sessions as printed.

Attendance Policy:

1. An ICPM candidate is expected to attend all sessions. The design of the program works only when candidates meet as scheduled.
2. Regardless of attendance, all session topics indicated in a cohort must be completed.
3. The maximum number of scheduled sessions that can be missed over a 17-month period is four total days. If a candidate misses four days prior to completion of the 17-month program—he/she will be asked to meet with the ICPM team to develop a plan for improving attendance. If that fails, the candidate could be asked to leave the program. This action can be appealed in writing by the candidate to the ICPM Advisory Board. The ICPM Advisory Board’s decision is final.
4. Attendance is taken at every session and recorded in a database located in the Center for Professional Studies (271-2592). A candidate may contact the center to verify her/his attendance record at any time during the program. We will not give attendance information over the phone, but an attendance record will be mailed or e-mailed to the candidate’s work address.
5. Accommodations will be made for family emergencies and those rare instances where a work related issue cannot be avoided such as appearing before the legislature, a critical meeting with officials outside the agency where the candidate is an essential participant, or a professional conference that is required for continuing education, etc. These absences fall under the “four day” rule.
6. Regular work related issues are not a valid reason for missing a session. Both the candidate and the candidate’s supervisor have agreed to make the ICPM a priority on the two days per month the program is offered.

7. The ICPM is designed around an all-day session format. Attendance for a daily session is defined as not missing more than two hours of an all-day session. It is acceptable for a person to miss up to two hours during a daily session for the reasons listed under #1 and with the permission of the session instructor. When a candidate is to be gone from a session for more than two hours, the time must be recorded on the attendance sheet provided for each session. That time will count toward the “four day” rule. Regardless, a candidate should work with the instructor whenever she/he is to be out of class for more than a few minutes as a professional courtesy.
8. If a candidate should be absent from an entire session, the following options are available:
 - a. If the same session is being offered for one of the other cohorts, a person may with permission of the ICPM team, make arrangements to join that session. A record of that substitution will be maintained by the Center for Professional Studies.
 - b. A person (with permission of the ICPM team) may secure an independent study arrangement with the session instructor—provided that the instructor is available and willing to work with a candidate.
 - c. If the candidate completes a similar training or academic class, she/he may submit the materials for review by the ICPM team. The team may require that additional written work be completed to support this alternative study.

If within the 17-month timeframe, an alternative arrangement cannot be made, the candidate will not be allowed to graduate until each is completed.

If a candidate transfers to another agency prior to completing the program, agencies are encouraged to honor the candidate’s commitment to complete the CPM Program. The candidate must assume responsibility for working out the arrangements between the two agencies including all financial commitments. The candidate must notify the CPM Coordinator of the arrangement.

Staffing chart

Core Instructors' Biographical Data

Debra S. Bishop, Ph. D, Visiting Assistant Professor of Information Systems. Currently teaches the areas of Information Systems and Program/Project Management in the Drake College of Business and Public Administration.

Garry L. Frank, Ph. D., Professor of Public Administration, Drake University. Currently teaches in the Drake MPA program in the areas of: Ethics, Leadership, Organization Behavior, Program Planning and Evaluation, Public Management.

Thomas Glenn, Ph. D., Visiting Assistant Professor of Management, Drake University. In addition to his extensive experience in the U.S. Department of Labor under the Clinton administration, Tom Glenn teaches for the College of Business and Public Administration in the areas of Organizational Behavior, Management, and Labor Relations/Negotiation.

C. Kenneth Meyer, Ph. D., Thomas F. Sheehan Professor of Public Administration. Currently teaches in the Drake MPA program the areas of: Human Resources Management, Contemporary Workforce Issues, Research Methods, Public/Private Sector Boundaries, Public Organizational Management in addition to extensive publishing in the area of human resources and the impact of violence on our culture.

Lance J. Noe, Educational Consultant for the Center for Professional Studies at Drake University and also teaches in the MPA program at Drake University in the areas of: Human Resources, Health Policy & Management, Public Policy, Grant Writing and Resources Development, and State and Local Government.

Connie Sanderson, Director of the Center for Professional Studies, Drake University. She came to the center from Pioneer Hi-Bred International Inc., where she identified, designed, developed and delivered innovative ways to meet corporate goals. In addition to instruction, she has provided consultation and professional and personal coaching worldwide. She is certified to teach in the GRID International program of Grid@Works: Leadership Through Work Teams, which she facilitates for the Iowa Certified Public Management Program.

Richard Sheehy, J.D., Ph.D., Assistant Professor of Counselor Education Drake University. Richard currently teaches for the School of Education in the area of Counselor Education Theory, Practice, Assessment, Psychiatric Disorders, and Methods.

Additional special instruction and one-time event facilitators include:

Special and Auxiliary Instruction:

Additional special instruction and one-time event facilitators add additional richness to the ICPM program. Persons listed below offered additional information during ICPM sessions; however, they are not generally responsible for the development of a complete session with the exception of those contributing to the History of Iowa Session. Selection was based on personal contacts with the core instructors list above and our ICPM team. Again, other than the Iowa History Session, core instructors are responsible for the material presented and these participants serve to enrich the experience.

Michael Armstrong, Director of IT, City of Des Moines—to provide lecture for I.T. session in February, 2003

Randy Bauer, Budget Director, Department of Management, State of Iowa—provided 1.5 hour summary of budget history of the State of Iowa

Don Gloo, Assistant/City Manager, Urbandale, Iowa (Program Evaluation)—provided examples of program evaluation as practiced in City of Urbandale, IA for one hour during Program Evaluation Session

Kathy Gourley, Field Historian, State of Iowa—member of team providing overview of Iowa History

Bill Johnson, Curator of Natural History, State of Iowa—member of team providing overview of Iowa History

Gordon Hendrickson, State Archivist and Bureau Chief, State of Iowa—member of team providing overview of Iowa History

Bob Jester, Jester Insurance, Des Moines, Iowa—member of panel that provided background on risk management as practiced in the City of Des Moines, IA.

Jack Lufkin, Curator of History, State of Iowa—member of team providing overview of Iowa History

Vanessa Macro, Attorney and Director of Humans Resources, Drake University—providing instruction in the legal issues surrounding diversity in the workplace.

Marc Roberts, Ph.D., Harvard University—Taught a one time unique session on Public Policy for the ICMP program in Spring 2003

Mark Shultz, Risk Manager, City of Des Moines—member of panel that provided background on risk management as practiced in the City of Des Moines, IA.

Lowell Soike, Deputy SHPO and Bureau Chief, State of Iowa—member of team providing overview of Iowa History

Bill Stepansky, Facilitator for project management, finance, leadership, management, supervisory development and customer service workshops for Celemi, AB., the publisher of unique leadership and project management simulations.

Jerome Thompson, Museum Bureau Chief, Michael Smith, Chief Curator, State of Iowa—member of team providing overview of Iowa History

Bruce Wells, Wells and Associates, Austin, Texas, facilitating Grid International—provided initial development of unitizing the GRID system in the ICPM program

Sandy Wells, Wells and Associates, Austin, Texas, facilitating Grid International—provided initial development of unitizing the GRID system in the ICPM program

Copies of exams, project requirements, reading application guidelines, other requirement(s) guidelines

An example of an exam is provided below. Additional documents and course outlines are available through the Drake Center for Professional Studies.

Exam Example:

ICPM Exam #1: Topics Considered by ICPM Cohort/January through July, 2002

Directions: Please answer each of the following questions. Your answers need not be long, but should be thoughtful and cover each aspect of the question integrating your thoughts with materials from the sessions to date. The exam is due at the August Session. Please call or email Lance Noe at 271-2008 or Lance.Noel@drake.edu with any questions.

1. Describe a situation at your workplace that could benefit by the principles from **GRID works**. Specifically, how could a manager implement these principles into your work setting?
2. Public Management is thought to be the “implementation phase” of decisions made by elected government. It has also been criticized as “blindly and without feeling implementing policies that sometimes hurts citizens.” Utilizing the material from the *Introduction to Public Administration Session*, describe the proper role for a public manager dealing with policies that impact real people.
3. Is it the obligation of a leader to develop a leadership style that fits the organization, OR does the organization have an obligation to follow the leader regardless? Explain your view using materials from the leadership session.
4. What are the differences between public sector Human Resources Management and private sector Human Resources Management? Is there a special or unique mission for public sector HR Management? Use examples from the HR session to make your case.
5. Describe a workplace situation that could benefit by the conflict resolution techniques presented in our June session. (If you have no situation to relate, then move to part b)
 - a. Specifically, how would you implement these techniques should a similar situation arise again?
 - b. If you do not have a workplace situation that applies, then describe how a manager would utilize techniques from the conflict resolution session to address a situation where public workers are protesting and threatening to stop work due to the implementation of a new law that they claim violates their professional code. How would you resolve the conflict?
6. Describe a situation in your workplace that could benefit by utilizing creativity techniques studied in our July session.
 - a. How would you “make creativity happen” in that situation (what techniques would you utilize)
 - b. How can a manager create a workplace culture that invites creativity

Course/session topic listing, curriculum outlines, course objectives, etc.

Projects

To receive the CPM designation, all participants are required to complete a single major group project. Participants are expected to apply the theories, principles and techniques learned in the Iowa CMPA classroom sessions to a specific situation, problem, or opportunity. The group to be assembled during the first monthly session will then select and propose a project, research and write their program, and develop an effective presentation to be given during the last session.